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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.1.2. Recognize, extend and create one- attribute and two-attribute patterns, e.g., size and shape, counting, e.g., by 5 or10, and number patterns, e.g., n + 2. Describe the pattern and the rule used to make it.  **CC.1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:  a. 10 can be thought of as a bundle of ten ones - called a "ten."  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).  **Classroom Routine ONLY**  1.2.5. Model real-life situations that represent the result of counting, combining and separation of sets of objects (addition and subtraction of whole numbers) with objects, pictures, symbols and open sentences. **(Start With/Get To)**  **CC.1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **CC.1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.  **CC.1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.  **CC.1.OA.8** Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = \_\_ – 3, 6 + 6 = \_\_.  2.1.1 Represent and identify whole numbers up to 100 as groups of tens and ones using models and number lines.**(Start With/Get To)**  **CC.1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:  a. 10 can be thought of as a bundle of ten ones - called a "ten."  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).  **CC.1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.  **CC.1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.  2.1.4. Identify ordinal numbers up to 10th with an ordered set of objects, e.g., point to the fifth crayon lined up on the table. **(Start With/Get To)**  **CC.1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.  2.2.9. Count by rote to at least 100. **(Start With/Get To)**  **CC.1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  2.2.10. Count on from a given amount, orally and with models, and count back from 10.**(Start With/Get To)**  **CC.1.OA.5 Relate** counting to addition and subtraction (e.g., by counting on 2 to add 2).  **CC.1.OA.6 Add** and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).  **CC.1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  2.2.12 Identify, read and write numerals to 100.**(Start With/Get To)**  **CC.1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  2.2.13. Create problems and write one- and two-digit number sentences that reflect contextual situations and real world experiences. Solve the problems using a variety of methods including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning or strategies used. For example: Tell a story or draw a picture for a problem that can be solved using the number sentence 10 + 6 = 16. **(Start With/Get To) Tell a Story**  **CC.1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **CC.1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **CC.1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.  **CC.1.OA.5 Relate** counting to addition and subtraction (e.g., by counting on 2 to add 2).  **CC.1.OA.6 Add** and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).  **CC.1.OA.8** Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = \_\_ – 3, 6 + 6 = \_\_.  **CC.1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  2.2.14 Solve contextual problems using all addition sums to 18 and subtraction differences from 10 with flexibility and fluency.(Tell a Story)  **CC.1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **CC.1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **CC.1.OA.3** Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties.)  **CC.1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.  **CC.1.OA.5 Relate** counting to addition and subtraction (e.g., by counting on 2 to add 2).  **CC.1.OA.6 Add** and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).  **CC.1.OA.8** Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = \_\_ – 3, 6 + 6 = \_\_.  3.3.6.    Know the days of the week in order and locate dates, days, weeks and months on a calendar. Use the information to solve problems involving the planning and sequencing of events.(Morning Meeting)  **CC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.  3.3.7.Solve problems involving telling time to the nearest hour using digital and analog clocks. Estimate and compare the length of time needed to complete a task using comparative language such as longer, shorter, more or less.(Morning Meeting-Time)  **CC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  1.1.3. Replicate a pattern using a different representation, e.g., from color to shape.  **Grade 3- CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  1.4. Develop and test generalizations based on observations of patterns and relationships  **Grade 4- CC.4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.  **Classroom Routine ONLY**  2.1.3. Describe and estimate quantities using benchmark amounts such as zero, 10 and 100**. Start With/Get To)** |
| **CCSS but not GLE’s** |